



# CAMPUS MASTER PLAN EXECUTIVE SUMMARY

UNIVERSITY OF ARKANSAS AT PINE BLUFF

HANBURY EVANS WRIGHT VLATTAS + COMPANY • JULY 22, 2015

# acknowledgements

The planning team is grateful to all the dedicated people at the University of Arkansas at Pine Bluff who have devoted their vision, time, ideas and energy to the creation of this plan. A special thanks to the following individuals:

## **UAPB Executive Cabinet**

- ▶ Dr. Laurence B. Alexander, Chancellor
- ▶ Dr. Jacquelyn McCray, Interim Vice Chancellor, Academic Affairs
- ▶ Elbert Bennett, Vice Chancellor, Student Affairs
- ▶ Carla Martin, Interim Vice Chancellor, Finance and Administration
- ▶ Dr. Mary E. Benjamin, Vice Chancellor, Research and Innovation
- ▶ James Tyson, Vice Chancellor, Development/Institutional Advancement
- ▶ Janet Broiles, Chief of Staff

## **UAPB Steering Committee & Participants**

- ▶ Robert Wall, Director of Facilities Management
- ▶ Ralph Owens, Dean of Student Life
- ▶ Willette Totten, Director of Technical Services
- ▶ Lonza Hardy Jr., Director of Athletics
- ▶ Antonie Rice, Asso. Dean, School of Arts and Sciences
- ▶ Linda Okiror, Asso. Vice Chancellor, Enrollment Management
- ▶ Dr. Edmund Buckner, Asso. Dean for Agriculture Research and Ext.
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*EDSA, Inc., Landscape Design*

*McClelland Consulting Engineers, Inc., Civil Engineering*

*Cromwell Consulting Architects and Engineers, Inc., Infrastructure*

*The Sextant Group, Inc., Information Technology and Security*

Dear UAPB Community and Friends:

It gives me great pleasure to present to you the Comprehensive Campus Master Plan for the University of Arkansas at Pine Bluff. Campus environments are constantly evolving as new buildings, varied architectural styles, and new landscape are incorporated. Quality facilities, spacious grounds and well-designed pathways can have a significant positive effect on the success of a higher educational institution in the 21st century.

The University of Arkansas at Pine Bluff is perfectly positioned to support innovation on our campus and contribute to the transformation of our region as we advance in the future. The new master plan provides an ambitious framework for the development of the university's physical campus in the coming decades. Our physical campus is one of our most unique and valuable assets. This plan ensures that we continue to be responsible stewards of our 142 year-old institution. In keeping with the priorities established in our 2015 – 2020 strategic plan, the master plan envisions support for continued academic innovation and integration, focuses on the student experience and connects on a deeper level with the larger community.

The Master Plan for this campus is an inspiring look into the future, boldly establishing the direction for what the University of Arkansas at Pine Bluff will become. The formulation of this plan has been a highly inclusive process to ensure that the plan reflects our best collective thinking and shared vision. I would like to express my sincere appreciate to the leadership and members of the planning committee who have worked tirelessly on the development of this plan as well as our partners with the architecture and planning firm Hanbury Evans Wright Vlattas + Company. Our master plan aligns with our values, our principles, and our goals for the future. I look forward to our continued work together realize the goals of the plan.

Sincerely,



Laurence B. Alexander, J.D., Ph.D.  
Chancellor



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# EXECUTIVE SUMMARY

PURPOSE

ALIGNMENT WITH UAPB'S STRATEGIC PLAN

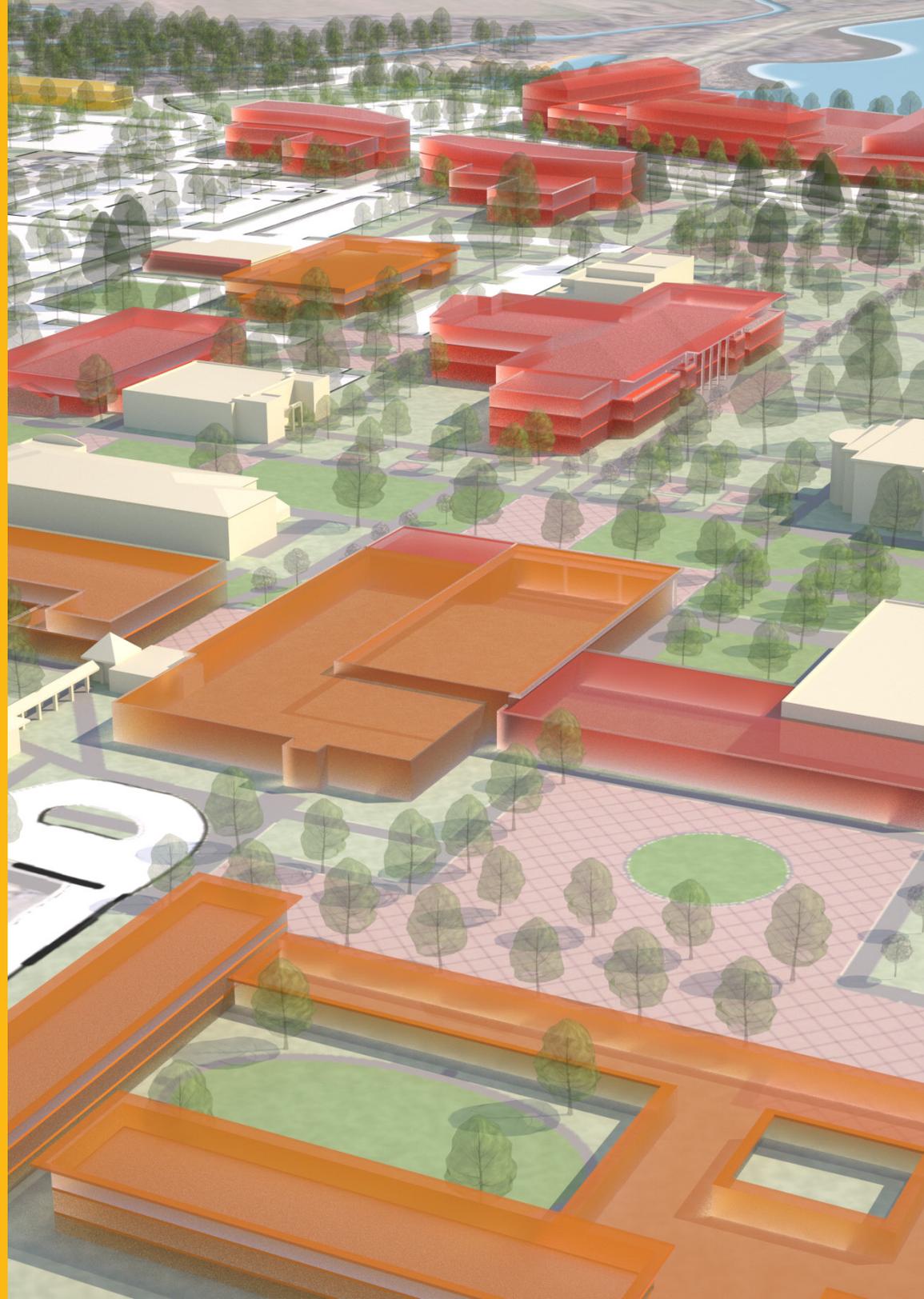
PLAN DRIVERS

PLAN PRINCIPLES

ENROLLMENT PROJECTIONS  
AND SPACE NEEDS ANALYSIS

MASTER PLAN VISION

LONG TERM VISION PLAN



## 1.1 purpose

In the summer of 2014, the University of Arkansas at Pine Bluff (UAPB) engaged the architecture and planning firm of Hanbury Evans Wright Vlattas + Company to lead a collaborative campus master planning effort. The Campus Master Plan endeavors to create a vision for UAPB's physical resources and facilities to support the University's strategic plan and enrollment projections for the next ten years.

The plan builds on the rich heritage of the institution. By invigorating the historic campus core, old and new traditions will prosper. New campus spaces will create a more dynamic environment and enhance campus identity.

The Master Plan proposes specific facility and infrastructure recommendations for priority and near-term projects. Beyond siting these specific capital projects, the intent of the plan is to create a framework for coherent long-term growth that is both visionary in concept and flexible in implementation.



## 1.2 alignment with UAPB's strategic plan

The 2015 *University of Arkansas at Pine Bluff Campus Master Plan* supports the University's **Growing the Pride: 2015-2020 Strategic Plan** and responds to Chancellor Alexander's commitment made in the document:

“The strength of UAPB lies in our ability to adjust and adapt to changing needs and demands. As such, we are committed to being more student-focused and more responsive to change with the goal of increasing student success and the removal of impediments to student retention, progression, and timely graduation. This plan is our commitment to become the University of choice by optimizing resources and providing an environment in which students can study, learn, and develop through their interaction with fellow students, faculty, staff, administrators, and community leaders.”

- Excerpt from **Growing the Pride: 2015-2020 Strategic Plan**

The physical plan will address all five of the Strategic Plan Priorities as listed on this page. It will provide recommendations that will affect academic excellence and student success. It will contribute to greater effectiveness and efficiency of University operations. It will represent future projects to help attract revenue and resources. It will also play a role in enhancing UAPB's visibility and identity.

The primary function of the Campus Master Plan responds to **Priority 3: Modernize and Upgrade University Infrastructure and Facilities**. The plan recommends strategies for updating and expanding infrastructure systems to better serve the University into the future. It recommends land use strategies, building re-use opportunities and new facility locations that strengthen the overall campus framework. It also creates new places, spaces and connections that help to invigorate the living/learning environment.

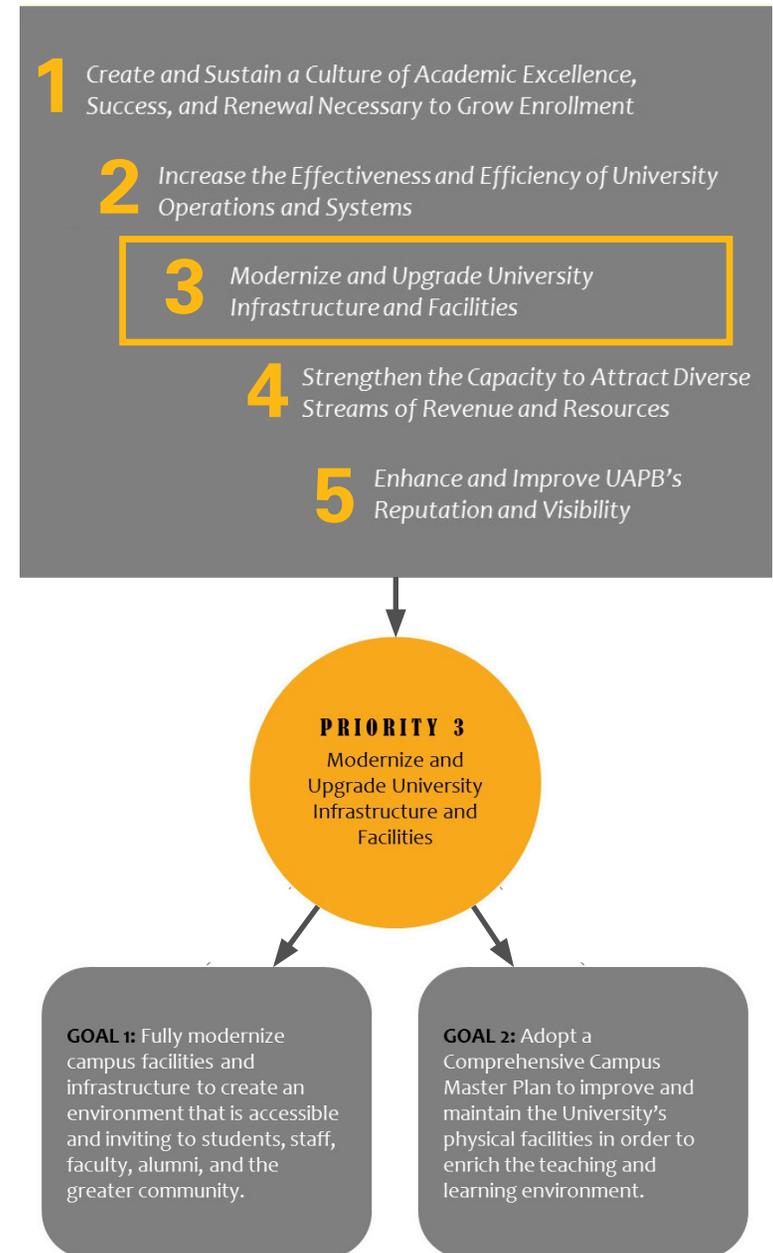


Figure 1.2-1, *Growing the Pride - 2015-2020 Strategic Plan Priorities*

## 1.3 plan drivers

Plan Drivers are the primary catalysts for the Campus Master Plan recommendations. They are the result of the analysis of data collected and an overall understanding of institutional direction of UAPB.



The **Strategic Plan** illustrates institutional vision for the future and forms the backdrop for the entire planning process.

**Space Needs** are developed through analysis of classroom inventory, utilization, benchmarking and departmental aspirations. Evidence-based space needs form the majority of projects to be accommodated in the Campus Master Plan.

**Physical Opportunities** are found through the analysis of current campus systems and use patterns. Identified opportunity sites provide locations for the accommodation of planned projects.

## 1.4 plan principles

Master Plan Principles were derived directly from Strategic Plan Values. The principles have been helpful in translating abstract characteristics of the values into concrete physical opportunities to improve campus facilities and grounds in alignment with the future vision of UAPB.

UAPB STRATEGIC PLAN VALUES	MASTER PLAN PRINCIPLES
STUDENT FOCUSED	<b>1 Enhance the living/learning community</b> by focusing on student life needs
EXCELLENCE	<b>2 Maximize synergistic relationships and shared resources to spur innovative academic and research collaboration</b>
INTEGRITY	<b>3 Extend the framework of the historic campus core</b> to create a coherent, connected, and safe campus
ENGAGEMENT	<b>4 Partner with the city of Pine Bluff to expand opportunities for social and economic development</b>
QUALITY CUSTOMER SERVICE	<b>5 Expand and enhance campus infrastructure</b> to better serve academic needs and quality of life issues
DIVERSITY	<b>6 Create multiple activity centers</b> to build community through engaged participation in varied campus activities
GLOBALIZATION	<b>7 Design classrooms, labs, and blended learning modalities to teach 21st century learners</b>
ACCOUNTABILITY	<b>8 Honor the unique UAPB campus heritage and provide stewardship</b> for natural, human, and fiscal resources

## 1.5 enrollment projections and space needs analysis

As part of the Master Plan, the planning team assessed the facilities needs by providing a detailed Space Utilization and Needs Analysis. In order to undertake the space needs analysis, the University provided data on enrollment, courses, staffing, and facilities. The space needs analysis assists in determining the magnitude of space needed for the current level of campus enrollment and activity. The analysis also includes a projection of space needs for the future planning horizon. To calculate the space needs, the consultant applied the space guidelines commonly used in the space analysis industry. These guidelines were adapted and augmented as appropriate during the analysis. Where guidelines did not exist for categories such as the non-Educational and General spaces, the consultant applied commonly used standards.

### Current Space Needs Analysis

The space needs analysis calculated the space requirements looking at the findings both for the campus as a whole and at a school level for each of the academic schools and major administrative divisions. Results of the campus-wide space needs analysis generated a space need of 17,000 ASF (assignable square feet) using data from the Fall 2013, with an enrollment of 2,615 students.

The space category with the greatest space need at the current time is Residential Facilities space. The Research & Service and Athletics and Recreation categories also show a significant need for additional space, as does the Library category. Categories of space that are shown to have sufficient space include Classrooms and Class Laboratories.

### Projected Space Needs Analysis

Using projections into the future, the space need increases to nearly 244,000 ASF when enrollment reaches 4,000 students. Over 109,000 ASF of the calculated future year space need is in the Residential Facilities category. The Research & Service, Athletics and Study & Library space categories show significant need for additional space in the future, (Figure 1.5-2). The Student Center space also shows a projected future need.

CURRENT SPACE NEEDS ANALYSIS, *Figure 1.5-1*

Space Use Category	Current ASF	Calculated Space Requirement	ASF Difference	Percent Difference
Classrooms & Service	66,884	33,325	33,559	50%
Class Laboratories & Service	66,515	45,565	20,950	31%
Open Laboratories & Service	24,254	19,570	4,684	19%
Research & Service	43,537	70,850	(27,313)	(63%)
Office & Service	168,306	122,700	45,606	27%
Study/Library	36,858	47,555	(10,697)	(29%)
Physical Education	57,316	35,442	21,874	38%
Recreation	17,237	35,300	(18,063)	(105%)
Athletics	65,914	100,000	(34,086)	(52%)
Special Use	36,447	36,430	17	0%
Assembly & Exhibit	28,836	21,000	7,836	27%
Student Center	35,609	28,765	6,844	19%
General Use	20,805	24,175	(3,370)	(16%)
Support	43,075	40,740	2,335	5%
Residential Facilities	231,791	301,260	(69,469)	(30%)
Health Care	5,005	2,615	2,390	48%
<b>TOTAL</b>	<b>948,389</b>	<b>965,292</b>	<b>(16,903)</b>	<b>(2%)</b>

PROJECTED SPACE NEEDS ANALYSIS, *Figure 1.5-2*

Space Use Category	Current ASF	Calculated Space Requirement	ASF Difference	Percent Difference
Classrooms & Service	66,884	51,010	15,874	24%
Class Laboratories & Service	66,515	64,628	1,887	3%
Open Laboratories & Service	24,254	28,600	(4,346)	(18%)
Research & Service	43,537	103,090	(59,553)	(137%)
Office & Service	168,306	148,945	19,361	12%
Study/Library	36,858	63,860	(27,002)	(73%)
Physical Education	57,316	46,722	10,594	18%
Recreation	17,237	46,000	(28,763)	(167%)
Athletics	65,914	100,000	(34,086)	(52%)
Special Use	36,447	54,500	(18,053)	(50%)
Assembly & Exhibit	28,836	21,000	7,836	27%
Student Center	35,609	44,000	(8,391)	(24%)
General Use	20,805	33,800	(12,995)	(62%)
Support	43,075	40,740	2,335	5%
Residential Facilities	231,791	341,260	(109,469)	(47%)
Health Care	5,005	4,000	1,005	20%
<b>TOTAL</b>	<b>948,389</b>	<b>1,192,155</b>	<b>(243,766)</b>	<b>(26%)</b>

The planning team used the data and information provided to document the utilization of classrooms and class laboratories. The data was used to analyze the space needed on campus at the current time and at a projected enrollment level for the future.

### Classroom Utilization

In the Fall 2013, the 57 classrooms analyzed for the campus averaged 18 hours of scheduled use per week, with 56 percent of the student stations filled when classrooms were in use. The classrooms average 23 assignable square feet (ASF) per student station. The average for weekly seat hours of use was 10.1 hours.

### Analysis and Projections

The consultant would expect to see the average weekly room hours to be in the range of 30 to 35 hours per week. The expectation for weekly seat hours is around 20 to 24. A common expected average for the percentage of seats filled is 65 to 70 percent. The consultant finds the average size of the student stations in classrooms on many campuses to be around 20 to 25 ASF.

The average room hours per week of scheduled use for the Fall term 2013 at UAPB is below the range that the consultant would expect to see, as are the weekly seat hours. The classroom student station occupancy is also below what might be expected. The space per student station average is within the expected range.

When the utilization findings were summarized by building, the classrooms located in Dawson-Hicks Hall showed the highest average hours per week of scheduled use. The ten classrooms in Dawson-Hicks averaged 31 hours per week of use. At the low end of utilization findings are the three classrooms in Hazzard Gym, which averaged only four hours per week of utilization.

When the utilization findings are summarized by school, the classrooms assigned to the School of Business and Management showed the highest average hours per week of scheduled use. The 10 classrooms averaged 24 hours per week of use. At the lower end classrooms assigned to Military Science averaged four hours per week of use.

Classroom utilization findings compiled by classroom capacity showed the three classrooms in the group with 120 to 230 student stations averaged 28 weekly room hours of use. The classrooms with capacities of 40 and 45 to 58 student stations averaged the lowest weekly room hours (WRH) of use at 13 hours per week.

Review of classroom use by day and time of day showed the classrooms on campus were most heavily used on Monday and Wednesday mornings when 68 percent of classrooms were in use.

### CLASSROOM UTILIZATION SUMMARY, *Figure 1.5-3*

	UAPB Utilization	Industry Expectation
Average Weekly Seat Hours	10.1	24
Average Weekly Room Hours	18	35
Average Student Station Occupancy	56 %	65 %
Average Space per Student Station	23	
Number of Classrooms	57	



*Space Needs Analysis Meeting*

### Class Laboratory Utilization

The 43 class laboratories analyzed averaged 11 weekly room hours of use. When laboratories were in use, the student station occupancy averaged 63 percent. The consultant would expect to see the average for weekly room hours to be 20 to 24 hours per week of scheduled use with 70 percent to 80 percent of the student stations filled. The expectation for average seat hours is 14 to 20 weekly seat hours. The average room hours per week of scheduled use of class laboratories, the average percentage of student station occupancy, and the average weekly seat hours are all below the range that the consultant would expect to see.

### CLASS LABORATORY UTILIZATION SUMMARY, *Figure 1.5-4*

	UAPB Utilization	Industry Expectation
Average Weekly Seat Hours	6.8	24
Average Weekly Room Hours	11	18
Average Student Station Occupancy	63 %	75 %
Average Space per Student Station	44	
Number of Teaching Labs	43	

# 1.6 master plan vision

## CAMPUS ANALYSIS

The third “driver” of the Master Plan is the physical campus itself; its existing history, growth patterns, constraints and opportunities. After considerable analysis, the planning team outlined long-range land use and circulation strategies as a framework to accommodate future growth. Land use options compliment regional, city and neighborhood planning initiatives.

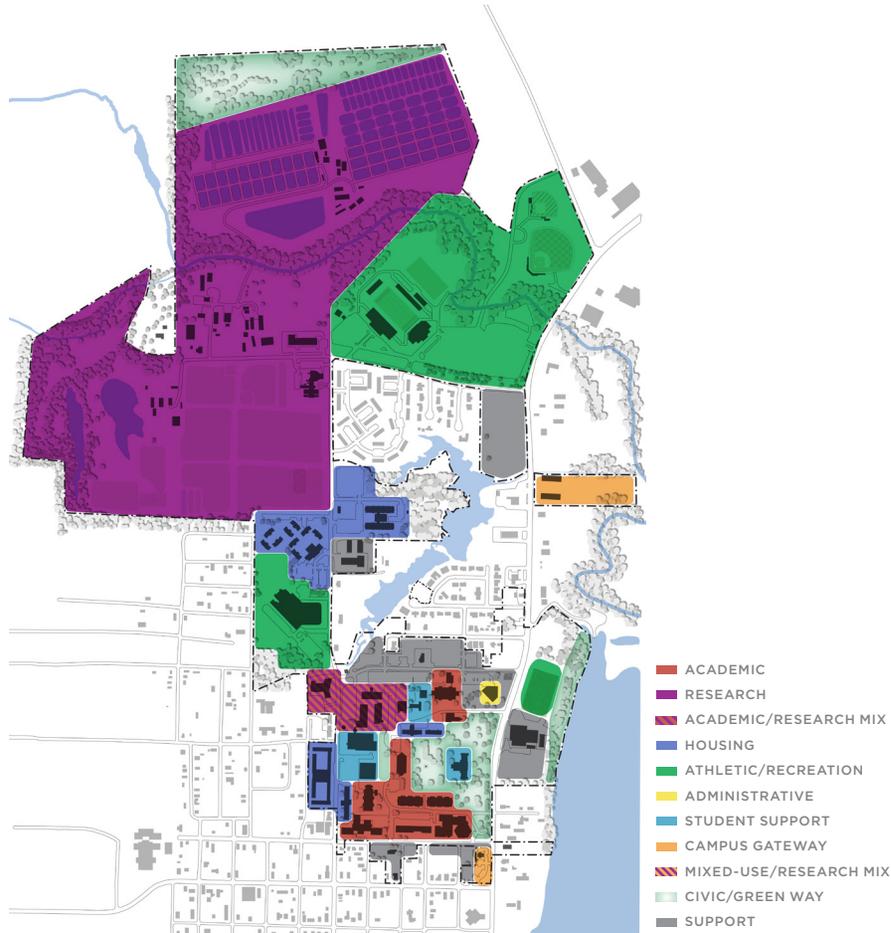


Figure 1.6-1, Existing Land Use

*The recommended land use scheme builds on existing patterns to create and enhance identifiable campus districts. Most importantly, the academic district remains compact and easily navigable for pedestrians.*

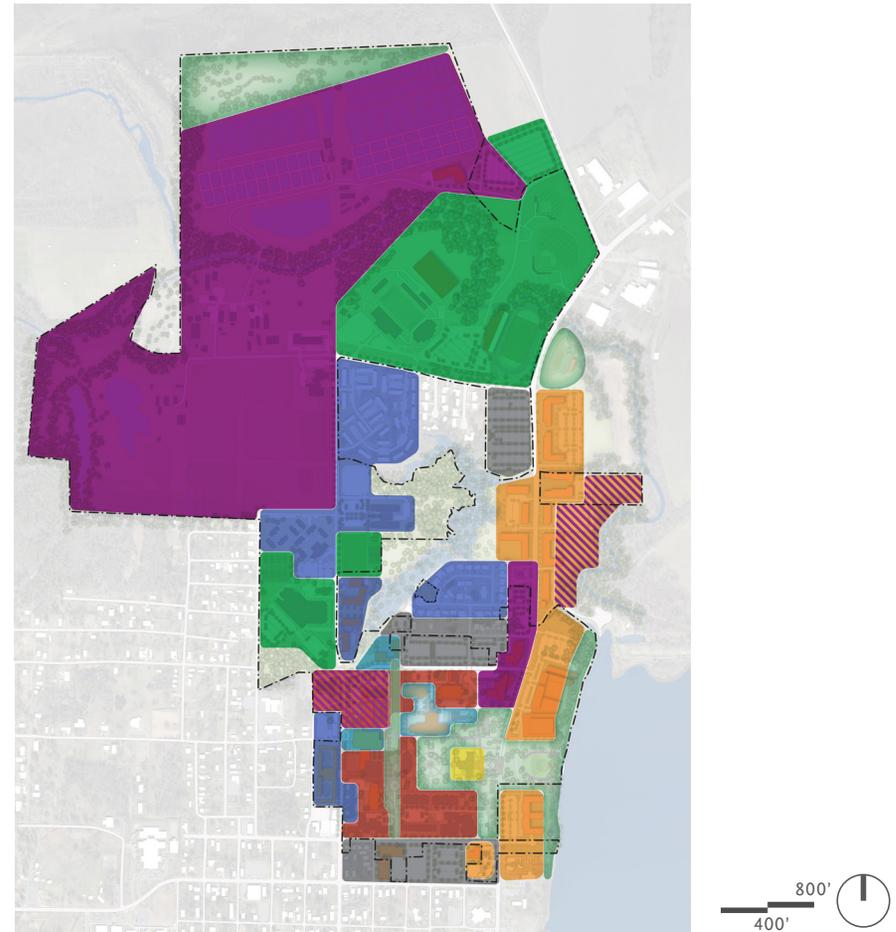


Figure 1.6-2, Preferred Concept Land Use



# 1.7 Long Term Vision Plan

A Master Plan Program was established from the Space Needs Analysis, interviews with administration and academic department heads, and on-campus workshops. Priority projects reflect the Master Plan Principles especially to enhance the living/learning community and to spur innovative academic and research collaboration.

## PROJECT RECOMMENDATIONS

- (A) Residence Halls
  - (B) Student Center
  - (C) Wellness Center
  - (D) Nanoscience + Biotechnology
  - (E) Track + Field / Soccer Facility
  - (F) Public Safety / Welcome Center
- 
- (G) Larrison Renovation
  - (H) Kountz-Kyle Renovation
  - (I) Harrold Complex Renovation
  - (J) Adair Renovation
  - (K) Biomedical / Life Sciences
  - (L) Relocated Facilities
  - (M) "One Stop Shop" – Student Services
  - (N) Student Success
- 
- (O) Basketball / Convocation Center
  - (P) Conference Center
  - (Q) Hotel
  - (R) Aquaculture / Fisheries
  - (S) Expanded Library – Info Commons
  - (T) Football Practice
  - (U) Future Mixed-Use Development

PRIORITY

NEAR-TERM

LONG-TERM



Figure 1.7-1, Long Term Vision Plan

- NEW CONSTRUCTION
- EXISTING
- RENOVATION
- FUTURE BUILDOUT



The Master Plan program on the previous page is described within this document with regard to priority and implementation phase. Projects have also been carefully sited to reinforce existing campus districts.

Through campus infill growth, the identity and life of each district will become stronger by siting more like elements. Where district overlap occurs, the opportunities for synergistic, collaborative, interdisciplinary and mixed-use projects are greatest. These types of projects will act as connectors between districts by bringing diverse groups together. The one-stop shop student services center shown at the overlap of the residential village and the campus core will be a convenient stop along the way for students from residence hall to classroom. The new research buildings and convocation and conference center on University Drive will bring together academics, researchers and the community in economic development for the City of Pine Bluff and the region.

Each district also has a central space to strengthen its sense of place. The main quad at the campus core is the symbolic center of the University, and with the addition of the new student center on the north side of the quad, it will become the center of activity on campus as well.

The student recreation field and basketball courts are the central space for the residential village. This outdoor space will create a new gathering space to build community among campus residents. Greater engagement with peers is known to enhance student success.

On the north side, beside the fields of the athletic venues, the parking lot between Golden Lion Stadium and the new soccer and track facility will be the center of activity. It will host tailgates, festivals and other athletics related events.

The University Drive district has two centers: one at the newly created ceremonial campus gateway east of Caldwell Hall and amphitheater across the street. This area could be home to large campus and city events. The other center is the newly created mixed-use “college town” that connects the academic core to athletics. Graduate and upper level student apartments, retail outlets, restaurants and incubator space will transform campus and community into a dynamic innovation zone.

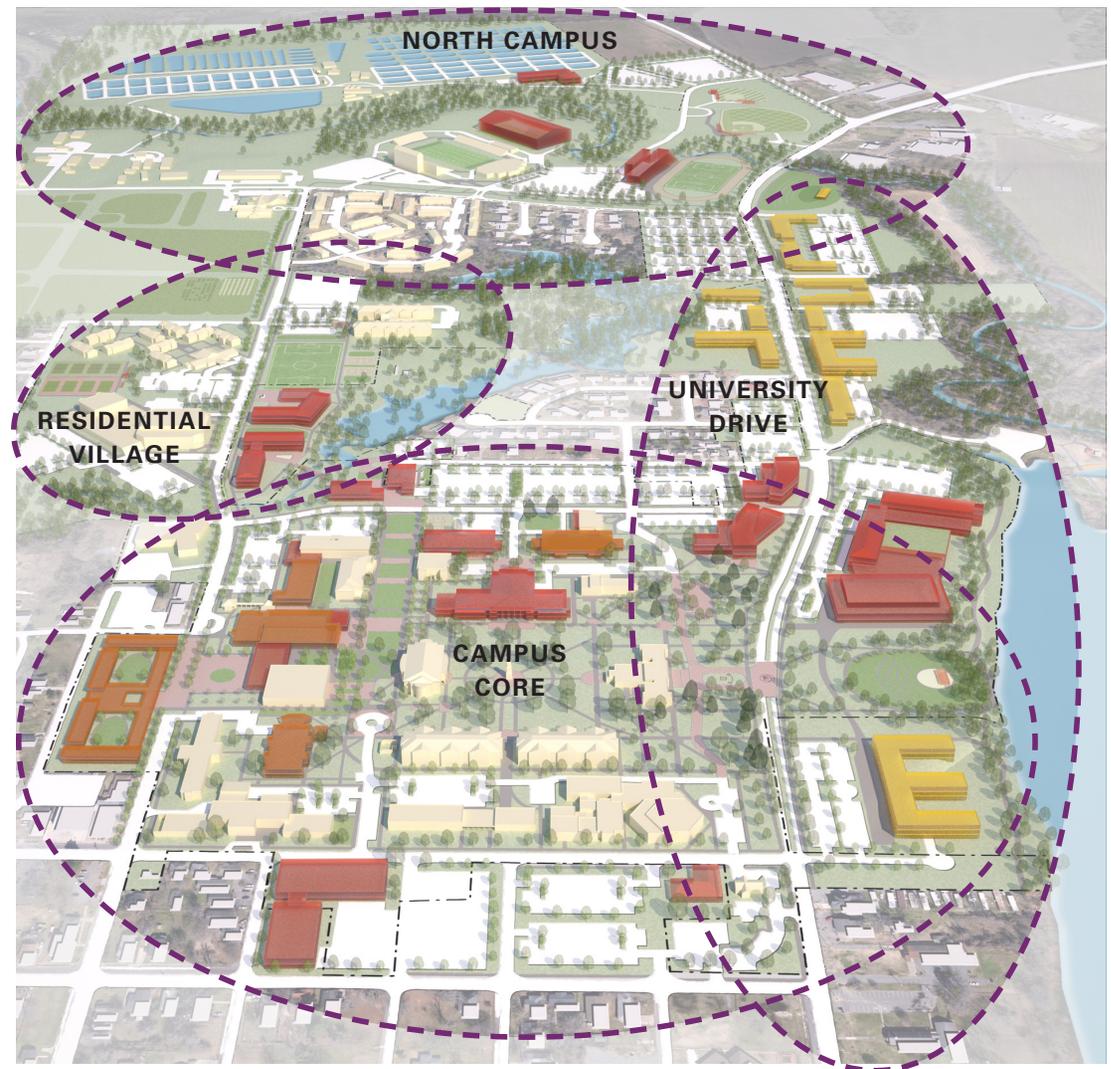


Figure 1.7-2, Campus Districts



Figure 1.7-3, Rendering of New Student Center in Campus Core

### CAMPUS CORE - STUDENT CENTER

The new Student Center will sit along the north side of the main quad bringing new life to the historic core of campus. Its east side will prominently face University Drive and therefore will also contribute to strengthening campus identity.

The main entry facing the quad is designed as a large covered front porch with ample seating to encourage the campus community to come together and socialize.

New dining spaces along the south side of the building will have outdoor seating that further invigorates the quad. The third level will have an outdoor rooftop terrace reminiscent of the one that was historically active at Davis Student Union. It will have views of the quad and out to Lake Saracen.

Cherry trees will line the north and south edges of the quad bringing spring color to campus as the weather encourages outdoor activities.



View Depicted in Rendering Above



Figure 1.7-4, Rendering of University Avenue Corridor Looking North

## UNIVERSITY DRIVE CORRIDOR

The University Drive corridor from the south is, by a large margin, the primary route to campus. In partnership with the City of Pine Bluff, the University Park neighborhood, and the Arkansas State Highway and Transportation Department, the University is transforming its front door and its public image.

A boulevard concept as it passes through campus, University Drive will be safer for pedestrians to cross with a landscaped center median. Trees, light poles and banners will line each side of the street to announce the neighborhood and entry into campus. New sidewalks will encourage pedestrians and bikers to walk along the street.

A new ceremonial gateway to access Caldwell Hall includes a paved centerpiece in University Drive designed to both signify an important entry and to slow traffic through this zone. New monumental signage, lion statues, flagpoles and landscaping will create a more civically scaled campus gateway.

An amphitheater, convocation center, new research buildings and mixed-use buildings lining University Drive will bring new energy to this part of town that will benefit the community beyond UAPB.

These projects will symbolize the forward-thinking optimistic outlook of the University and spur economic development in this community.



View Depicted in Rendering Above